

1913

The Norm, 1913-04

Oregon Normal School

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THE N O R M

**APRIL
1913**

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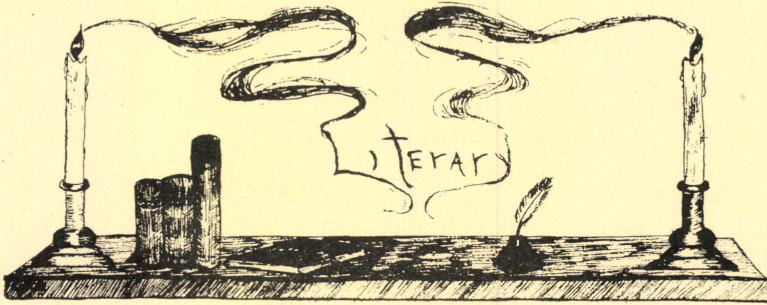
MISS LORAINÉ JOHNSON

Who won honors for Oregon Normal School
in the State Oratorical Contest at Newberg, March
14, receiving first place in delivery and third
in general average. Miss Johnson
is a member of the Febru-
ary, '14, Class

THE NORM

VOLUME TWO

NUMRER FOUR



Edited by MABEL INGLIS.

Modern Fiction in the Schools

Talk given by Miss Parrott, Head of the English Department of the Oregon Normal, at Chapel on Thursday, January 23.

IHAVE taken the subject of "Modern Fiction in the Schools," because the books of today are going to be read and I believe it is our duty, as teachers, to direct that reading in proper channels. The reading public may be divided into three classes: first, those who condemn all modern fiction as trash and who read nothing that is not stamped by the approval of time; secondly, those who feed entirely upon modern fiction, regardless of the kind; thirdly, those who read modern fiction discriminately and intelligently. I am not going to consider the first two classes, for I believe the attitude of the one is as erroneous as that of the other, but shall consider only the third class, or those who read or would read, only the best in modern fiction if they knew how to select the *best*.

Something of the progress made in the interest taken in modern fiction may be gleaned from the following quotation taken from Phelps' "Modern Novelists." He says: "Some fourteen years ago,

in a pamphlet of elective courses open to the Junior and Senior classes of Yale College, I announced a new course called 'Modern Novelists.' The course and its teacher immediately became the object of newspaper notoriety. From almost every state in the Union, long newspaper clippings were sent to me in which my harmless little pedagogical scheme was discussed as a revolutionary idea."

The attitude of the public mind towards this course has changed somewhat since Phelps made his initial attempt to introduce modern fiction into the colleges, and today there is scarcely a University, College or Normal that does not have its course in "Contemporary Fiction."

Harvard's class in "Modern Dramatists" has given to the public "The Havoc," considered by many critics as the strongest delineation of that unsolved social problem, the "eternal triangle," that has ever been staged; "Kindling," which has done more than all the tracts published and sermons preached to interest the public in the little waifs born in the slums, who have so little chance in the world because the unsanitary conditions there burn up their vitality like "kindling"; "The Passing of the Third Floor Back," the best sermon that was ever preached upon cheerfulness; these are only a few of the many plays of this class that have gained national fame; all of them carrying a message. Such plays as these, can they get a hearing, will revolutionize our ideals and teach the world in general that life is worth while. It was the desire to give such plays a hearing that caused the Drama League of America to spring into existence. Many of you, no doubt, are familiar with this organization, but for the benefit of those who are not I shall explain, in a few words, its object and method of work.

The League originated among a few club members of Evanston, Illinois; but in two years has grown until it includes organizations and members in nearly every town and city in the United States. The organizers of the League realized that if better plays were to be staged, the audience must be educated to appreciate and demand these better plays. They realized that the purifying of the stage was entirely in the hands of the audience. If the audience wished to see the plays of Shakespeare, Ibsen, Pinero, Brieux, the actors would produce them, but the stage was giving just what the public demanded. Acting upon this theory, the League was organized for the purpose of securing

audiences for these better plays. First and foremost among the tenets of the League is the avowed object not to censor. If there is anything worthy of support in a drama, the League supports it; if not, it kills it by non-support. The League does its work in two ways: first, the League has a Play-going Committee, which visits and passes on all new plays. If the committee deems the play worth while, it issues a bulletin to the members and affiliated clubs. This bulletin gives information concerning the author, place of performance, criticisms and a brief outline of the play. Secondly, the League endeavors to cultivate a taste for good drama. It does this by making out courses for clubs and individuals who wish to make a systematic study of the drama. This study of the drama is of untold importance, for each of us know how much more we enjoy and appreciate the play if we know something of it. The Educational Department, which has this work in charge, also recommends plays for amateur acting. It has also organized a Junior Drama League, which has already shown its influence, as New York now boasts a "Children's Theatre." The League has accomplished much during its two years of existence and the future results can only be conjectured.

Today we hear much about sensationalism in the newspapers, magazines, novels, motion pictures and dramas; and it is such organizations as the Drama League and such courses as those offered at Yale and Harvard that are going to do much to eliminate the demand for the sensational and create a demand for the higher class productions and the more solid news.

I mentioned the change in the attitude of the public toward introducing "Modern Fiction" into our schools, but this innovation has not been wrought without many and varied criticisms. In every age it has been the fashion to ridicule and decry the literary productions of that particular time. The greatest creative period in literature that the world has ever known occurred in England during the years 1580-1616, and this is what Ben Jonson says of the productions:

"Now, especially in dramatic, or as they term it, stage-poetry, nothing but ribaldry, profanity, blasphemy, all license of offense to God and man is practised. I dare not deny a great part of this and am sorry I dare not." Yet this age produced Shakespeare.

We, perhaps, have no Shakespeare writing today, but we do have many whose books will be found on the shelves of coming generations and I believe we also have many writing who would do well to follow Irving's advice and "dust the books already published." The purpose of our "Contemporary Writers" is to separate these two classes. This course is not destined to supplant or in any particular replace the immortal masterpieces of literature, for no student who is not familiar with the masterpieces of literature is capable of rightly judging new books. Matthew Arnold, whose criticisms are accepted as the last word upon any author, always measured the man he was criticising by the standards set by those literary giants, Homer, Dante and Shakespeare. If we have no standards by which to measure our modern productions, we would soon be lost in the maelstrom of trash published yearly. Before the student reads modern fiction, he should be familiar with Dickens, Scott, Thackeray, Eliot, Shakespeare, Browning, Tennyson, etc.; then he is capable of measuring the writer of the present and knows who to accept and who to reject.

You may say that a knowledge of the masterpieces of literature is sufficient, but does it make a production better because it was published in the fifteenth century rather than in the nineteenth? In every other department of education, we have long demanded that all work be closely correlated with the present. In history, current events are emphasized; the scientist must know the latest discoveries in his department; the geographer would be ridiculed who did not know that the south pole had been discovered; and why should we keep the student ignorant of the wonderful productions of today in the literary world? Do not understand me to advocate indiscriminate reading of modern fiction, for I agree with the person who said that the book reviews and illustrations were the best part of many modern productions and should advocate your getting your knowledge of many of them from these sources unless the book is valuable from a literary, social, moral, industrial or political standpoint. For, "Do you know that if you read this, you cannot read that?" We have only a limited time and I believe it is too precious to use in indiscriminate reading of modern fiction.

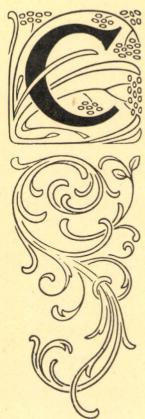
I suggested not reading a book unless it has some literary, social, moral, industrial or political value. A few years ago the social, moral, industrial and political reformer would have con-

sidered it beneath his dignity to resort to the novel or the stage to disseminate his doctrines, but today this is the common medium, for they can by this means reach a wider and more sympathetic public than by any other method. But they, like Ibsen, have often found that to discover and expose an evil is not to eliminate it. Before discussing Ibsen's work as a reformer, I shall name some writers of the twentieth century that every lover of literature should know. In America, Robert Herrick, Edith Wharton, William Dean Howells, Walt Whitman, Hamilton Wright Mabie, Henry VanDyke and David Starr Jordan are among those who have made a record that time will not efface. In England, Bennett, Shaw, Pinero and De Morgan are names that tomorrow's sun will shine upon. Other writers are Tolstoi, Brieux, Rostand, Maeterlinck, Hauptman, Suderman and Ibsen. Each has done work that leaves little doubt of his name going down as one of the immortals.

I should like to discuss the productions of each of these, but will take time for only one, Ibsen, the world representative of the realistic school. William Dean Howells founded the school of realism in America and he assisted most materially in convincing the public that "realism" and "vulgarism" are not synonymous terms. He defines the realistic production as one that is "true to the motives, the influences, the principles that shape the life of actual men and women." This is what Ibsen is in all of his productions. He has been called immoral, but Ibsen is immoral only if life itself is immoral, for he portrays life in its every phase, and only life. His "Pillars of Society" emphatically asserts that all society is founded on a "lie"; "lie" meaning shams and insincerity. I am not in this talk going to discuss the truth or falsity of his conclusion, but leave the assertion for you to deny or justify. His "Doll House" portrays a phase of life that is as much discussed today as at the time of the publication of this, probably, the most popular and best known of Ibsen's productions; the phase discussed is this: "Should the wife be a mere 'doll' or plaything of the husband, or a companion?" The husband here has considered his wife only a "doll," something to be amused and petted, not to be taken seriously. She, through ignorance, has unwittingly committed a forgery. The crime is never exposed but the wife has discovered that the husband thought not of her but of the effect the act might have upon him. This discovery transforms the "doll" into a woman, and she refuses

longer to remain where her capabilities are not recognized and leaves her husband's home to carve her own destiny. The world was horrified and said that Ibsen was justifying that evil of evils, separation and divorce. He said not a word, but wrote "Ghosts." Here the husband and wife remain together, despite the discovery of the wife that the husband is not only weak but immoral. The child, a son, inherits the weaknesses of the father, bringing disgrace upon himself and sorrow to a loving mother. You may decide if the public was answered. Another of his productions that illustrates a truth often discussed today is the "Enemy of the People." Here the reformer discovers that to find and expose an evil does not necessarily lead to an elimination of it. The old Doctor is so delighted when he discovers, after a long and searching investigation, that the tainted water supply is responsible for the unhealthful condition of the community. He goes joyfully to announce his discovery to the council. But to his surprise, finds that the water supply is controlled by a very influential citizen and nothing must be done that will in any way affect this man. So has the conscientious reformer been checked from time immemorial. I should like to discuss "The Wild Duck," "Hedda Gabler" and "Rosmerholm," but space forbids, so will close with a brief review of the one that to me is his masterpiece, "The Master Builder." Here we find the Master possessed of an ambition to erect buildings with high towers. Each tower erected is higher than the previous. The Master plans but is thrown into a state of nervous excitement by the mere mention of his ascending to the top of one of these structures. He has been working for years upon the plans for a structure that is to surpass in height and magnificence all his previous efforts. The plans are accepted and the structure erected. The Master views it with no little pride and satisfaction, and feels that here, indeed, he should be satisfied; but he is not, because he fears to climb to the top of the structure erected under his directions. Finally, through the persuasion and assistance of a friend, he ascends to the top, but grows dizzy, loses his balance and falls to the pavement below. He is picked up a mangled mass of flesh and bones. Ibsen has taught a lesson here that cannot be too forcibly impressed. "Our reach must exceed our grasp" or life is worthless. We must constantly construct towers higher than we can climb. Our ambition of yesterday may be attained today, but we have constructed another tower which must be ascended tomorrow, and so on through life we go, always seeing but never reaching Carcassone.

April Fools Were They



COME on, Beth, now's our time," said Madge, as Miss Hodgson, to whom they had been talking, crossed the hall to speak to a fellow member of the faculty.

The two girls walked slowly toward the door and, with a backward glance, slipped out into the soft spring dusk.

Madge and Beth were two of the twenty members of the student body of a southern boarding school.

Running lightly down the drive the two girls reached the deep shade cast by a huge magnolia tree.

"O, say, we thought you'd never get away";

"How did you do it?" and similar questions greeted Madge and Beth as they joined the group.

"Let's count noses and see if all are here," said Clara. This process revealed sixteen of the twenty girls in school.

"I know what's the matter with the others," said she. "Every one of the girls who is not here was such a 'prune' that she was put on the 'honor roll.'"

"They might come and have some fun on April Fool's night, at least," complained Mae. "The teachers expect us to do something then."

"O, well, come on," said Beth, who seemed to be the acknowledged leader, and, like so many shadows, they crept across the lawn.

Their destination was the tower. Small wonder that the negroes regarded it as a haunted place and that even the girls told gruesome stories of happenings here in hopes of making shivers run up the spinal columns of the new-comers. It stood before them, seeming more dark and gloomy by dusk than in the daylight. Masses of ivy clinging to its damp walls sought in vain to relieve its gloomy appearance.

The girls crossed the narrow drawbridge which spanned the moat, some ten feet in depth and now containing only a few

inches of slime-covered water. The group paused before the door.

"Let's hurry and get in before it is so dark that we cannot see our way," suggested one.

After vigorous pushing, and with much rebellious creaking, the door opened. The cobwebby stairway, winding upward, looked very frail and uninviting, but as no one girl wished to be called "quitter" all started for the tower-room. "Ahs" and "Ohs" and subdued squeals were much in evidence during the ascent.

After one look into the tower-room, all decided that they preferred to camp on the steps. The girls who could get near a window, commanding a view of the school building, rubbed enough dust from the panes to make a peek-hole.

The first half hour, filled with gay badinage and smothered laughter, passed quickly. Then the air began to seem stifling and the positions, necessitated by such narrow quarters, became trying. The girls became too tired even to talk.

They had planned to stay in the tower and enjoy watching the faculty rush hither and thither hunting for the missing student body. For weeks they had been fondly picturing the grand climax when they should descend from the tower into the midst of the distraught faculty.

A long silence was broken by the chimes in the city ringing the hour of eight.

"What! Is it only eight?" gasped all in surprise.

Not a light had been seen at the school building; not a call had been heard. The only signs of life anywhere, outside the tower, were the occasional chirp of a cricket and the last sleepy twitter of a bird.

"Well—something's wrong. Let's get out of this place," said one, and for once no dissenting voice was heard.

A very downcast crowd of girls stole back to the hall. Their last hope was that they could slip in unobserved. All their precautions were in vain, for at the door stood Miss Prim, the one member of the faculty of whom the girls were really afraid. And lo and behold!—she was smiling.

"Just step this way, young ladies," she invited.

Too surprised to speak, all followed Miss Prim into the study room. Here they enjoyed two long hours of at least pretending to study.

Why Sally Changed Her Mind

By Sarah Martin.



DON'T care! Go with him if you like. I'd rather go alone, anyway."

With a flash in her brown eyes, Sally turned to finish her German translation.

"But, Sally," said Jane, "it will be great fun. Just because you don't like him is no sign I shouldn't."

Sally's stubborn head remained bent over her book. Apparently she had not heard. Jane said no more. She could not understand Sally's peculiar dislikes, and dreaded angering her.

Both girls were attending the University of Minnesota. Both were bright and attractive and popular among the students. They were devoted friends, though of entirely different types. Jane was fond of society and, although not a flirt, numbered among her friends several young men. Sally had no time to devote to the sterner sex and apparently withdrew into a shell when any one of them tried to make himself agreeable. She had an especial aversion to those who worshipped at Jane's shrine and tried to blight their hopes with fierce glares and frequent snubs. That Jane sometimes preferred their company hurt, though she had never mentioned it before.

They had been discussing a skating party and Jane had casually announced her intention of going with Jack McKenzie. How Sally hated the young upstart! Had she not planned to go with her chum? The German words danced before her eyes. She had heard Jane's last remark, but had no reply.

After working for some time she glanced at the clock. It was a quarter of eight. She laid aside her books, jerked her sweater from a chair back, put on her cap, seized her skates and was ready to start. Meanwhile, Jane was quietly making her own preparations. Sally did not wait.

"Goodbye, Jane. Hope you have a nice time with Jack," and the door banged behind her.

"Why will she act so?" sighed Jane.

A ring of the bell prevented further reflections and, with a final glance in the mirror, she went to receive Jack.

"Good evening, Jane. I met Sally. If looks could kill I wouldn't be here."

"O, Jack, I wish you wouldn't speak so. You don't know how lovely and diverting Sally is. I couldn't live without her."

"She may be lovely and diverting, but she's too prickly for me," replied Jack. "Billy likes her, though. He'd do anything to win one of her smiles."

In the hurry to catch the car, Jane forgot her troubles, but soon spied her room-mate talking to a group of girls in the corner. The girls were laughing and Jane wished she could hear the fascinating story she knew was being told.

"Well, I can have a good time without her," thought Jane, and, turning to Jack, she charmed that young person with her dancing eyes and brilliant cheeks.

"By Jove! Jane, you look pretty tonight," he remarked, as he helped her from the car.

"Let's hurry and be the first to try the ice," suggested Jane.

Everyone seemed to be of like mood and the shore was soon crowded with skaters, eager to get out upon the untried ice. When Sally straightened up from fastening her skates, she saw a slender figure in a white sweater skate off with a taller dark one, and knew that Jane and Jack had beaten her.

As she left the shore, Billy called, "Wait a minute, Sally. Won't you skate with me?" Pretending not to hear, she started alone across the lake. Being a splendid skater, she kept in sight of the couple ahead.

Suddenly she saw them pause, try to turn back, then disappear. She turned to cry for help. Billy was not far behind. She tried to call him, but he whizzed by, seemingly paying no attention. As Sally skated on she kept saying, "Jane must not drown! She must not!" She could think of no way to save them. "Where had Billy gone?"

Billy had seen the accident. He instantly remembered an old spring-board which was quite near. He fairly flew to get it and reached the unfortunate skaters almost as soon as Sally. He

placed the plank across the hole in the ice and with Sally's help soon had Jane and Jack on firm ice.

* * * * *

One evening several days later Jane came home and found Sally translating German as before.

"Are you going skating?" she inquired.

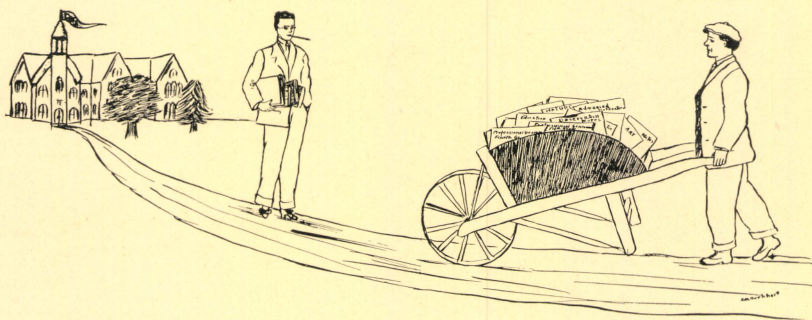
"Yes," briefly.

"I'm going with Jack," continued Jane, in a timid voice.

"Good! I'm going with Billy," was the surprising answer she received.

The Twentieth-Century School Marm

She must know more, do more, be more and endure more than any other bread-winner. She must know everything in heaven above, the earth beneath, and the waters under the earth. She receives no special credit for knowing them, but woe to her if she knows them not. She must teach the "three 'R's" as in the olden times, but mark the additions. She must teach physiology with all the skill of a physician, but without his opportunity for hiding his mistakes. She must teach civics with all the learning of a lawyer, but without his library.—*Selected.*



Burton: "What the deuce have you there, Pete?"

Peterson: "My note books, can't you see, you boob?"

The Indian Scare

By Elma Cusick.



ABOUT forty years ago, when all the settlements in the Grande Ronde Valley of eastern Oregon were comparatively new, the Indians of the Umatilla reservation became restless and left its boundaries. The freighters brought the report that the Indians were on the warpath and were going to cross the Blue Mountains. My mother, who was a child at that time, tells of the following experience:

"One day a man on Bear Creek, about twenty miles southeast of Union, saw something coming over the distant hills, and imagined it to be a band of Indians. Mounting his horse, he rode toward Union, spreading terror wherever he passed. People fled, leaving the most of their possessions. Those who did try to take any of their property cast most of it away in their haste, until the road to Union was literally strewn with household goods.

"Our home was in Pyleo Canyon about six miles from Union. My mother was so frightened by the stories that Father took her and the younger children to Union. As I loved to watch the sheep, I spent the few hours of Father's absence on the hillside with the sheep and my dog for companions.

"While doing the chores that evening, Father told me that nearly all the people from the surrounding country were camped in Union; that the militia was divided, one part guarding the people, and the other searching the surrounding country for the Indians; also, that Mother had insisted that we sleep in the growing grain.

"On returning to the house we found Mr. Brown, a very deaf neighbor. He begged to spend the night with us. Father, of course, did not refuse him.

When the dusk of evening hid our movements, we took some bedding and went, as quietly as possible, to the midst of the grain field. We rolled ourselves in quilts and prepared to be as

comfortable as could be. I hardly dared breathe at first, for even the rustling of the grain seemed the soft tread of Indians. The yelp of a coyote on the hillside almost caused me to cry out. Just as I was becoming accustomed to the noises of the night, a sudden movement in the grain made me start up in terror. It was only Mr. Brown, who could be still no longer. Rolling closer to Father, he whispered:

“‘Bladon, do you think they will come tonight?’

“Being too dark for signs to be seen, Father was obliged to shout: ‘No, I do not think we are in great danger,’ adding in a low tone to me, ‘If saving our scalps depends on quiet, we may as well order wigs at once.’”

“We listened anxiously for some time and were just becoming sleepy when Mr. Brown’s nervousness again overcame his caution.

“‘Bladon, do you hear them yet?’

“Father was again obliged to shout in a voice which might have been heard a mile away.

“‘No, not a sign of them. They will never think of looking for us in this tall grain.’

“At last Mr. Brown slept, but his snoring was enough to rouse dead Indians. There was no such thing as sleep for anyone but Mr. Brown. For once his deafness was his fortune rather than his misfortune.

“The next night we spent at the house. In a few days all was quiet. The Indians had not come over the Blue Mountains, and the man who started the scare acknowledged that what he saw might have been a band of range horses going to water.”

Revery of a February Graduate

By Grace Henderson.

One bleak school day, dark and dreary, while I pondered, weak
and weary,

O'er some long-forgotten problems I had learned in days of
yore,—

While I nodded, nearly napping, suddenly there came a tap-
ping,

As of someone gently rapping, rapping light upon the floor

It was paper wads a dropping, from the air upon the floor,—
Merely this, and nothing more.

"Youngsters," said I, "things of evil!—whether be ye kids or
demons!"

And I thrilled them, filled them, with fantastic terrors never
felt before.

And then to still the beating of my heart I stood repeating

That they all deserved a beating, and my eye was full of gore.
And I glared at them quite grimly, till they dared to move no
more.

Blinked and sat and nothing more.

Back unto my desk returning, all my heart within me burning,
Soon again I heard that tapping, somewhat louder than before.
Vainly I hoped the morrow might relieve me of this sorrow.

Fleeting hope I tried to borrow, but the thought came o'er
and o'er,

"I am doomed to be a schoolma'am," (till my head seemed thick
and sore).

"A schoolma'am stern,—forevermore."

Ah, distinctly I remember, in the Normal last September,

Dreaming dreams such as mortals have often dreamt before.
Then, my head, with methods crammed, wise and learned les-
sons planned,

Till it seemed that I was jammed bursting full of wit and
lore.

Then a number of us forth went, full-fledged schoolma'ams last
commencement,

Sealed our fate,—forever more.

As I sat forlorn, bewailing, with the mud balls past me sailing,
And I longed to fast be sailing, forever from the school-room
door.

Weakly I began to stammer legends of Professional Grammar,

And I aped Miss Parrott's tenor and Miss Todd's deep, thrill-
ing roar.

But alas! those saintly people, who upheld me in days of yore,
Might lift my burdens,—nevermore.

A Watch Party



SILENCE fell upon the group gathered closely about the campfire. Furtive glances were cast at the shadows dancing from the fire into the black woods. The sound of falling water increased the feeling of solitude.

The camping party comprised two elderly ladies, six young girls and a dog. The girls, at least, were beginning to wonder if Spring, the dog, was adequate protection, and were wishing that they had brought a gun.

"W-e-ll," said Mary, with a glance toward the sleeping-tents, "I suppose it's time to go to bed."

At last they straggled toward the tents. The hitherto faithful Spring curled up on his bed of straw and, by his snoring, added one more to the many strange night sounds.

A few minutes later Mary and Marie went to the camp table to put the oatmeal to soak for cooking the following morning. Marie pulled her companion's sleeve and whispered, "Look! Do you see anything moving over there?"

"No. Where?"

"Right down toward the river," said Marie, pointing excitedly. "It looks like two men coming this way."

"Wait a minute," whispered Mary. "I'll stand on this bench and then I can see better."

"Oh, wow! I believe they see us, they're kneeling down."

"Come on," said Marie, "let's tell the others."

Soon all the girls were gathered in an excited group. Iola tried her best to rouse the faithful guard, but no—dreamland was too sweet to leave.

After a rather heated, though whispered, argument as to whether or not the objects of their observation were moving, Clara said:

"Well, I know one thing, I can't sleep a wink till I know who it is."

"Nor I," said Pearl. "Let's all go together, a little way at least, and see."

"Nothing could hurt so many of us," said another brave one.

Each girl armed herself with what she considered an appropriate weapon—a spare tent pole, a butcher knife, a hatchet, a frying pan, a broom, and perhaps most effective of all weapons, two camp doughnuts.

When within a few yards of the objects of their curiosity, all turned with one accord and fled to the tents, scattering their weapons along the way. There they huddled on the cots until morning, only one or two forgetting their troubles in sleep.

The pale morning light revealed—two blackened stumps.

Heard at Random

"Never try to make yourself big by making other people little."—*President Ackerman.*

"The person who puts his head above the crowd is the one who is most apt to get his head hit."—*Mr. Evenden.*

"Give the world the best you have and the best will come back to you."—*Miss Parrott.*

"Opportunity is better than some people. Opportunity knocks once and quits, but some people knock all the time."—*Mr. Ostien.*

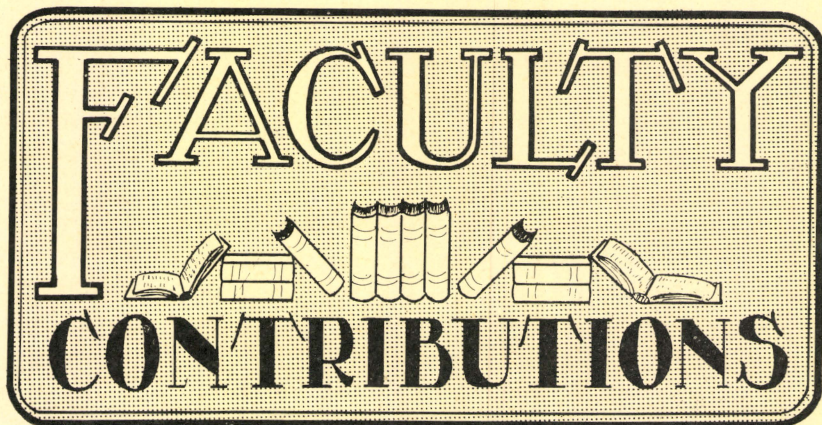
"Is it what I want to do, or what I ought to do, that is uppermost in my mind?"—*Pres. Wilson.*

"The world will take you at your own price."—*President Ackerman.*

"An educated man today is one who knows something about everything, and everything about something."—*Mr. Evenden.*

"That person is far gone when he can truthfully say of himself, 'I don't care what people think of me.'"—*Pres. Ackerman.*

A young lady told Mr. Beaumont that "she liked to see well shod feet *above all things*." Mr. Beaumont is now wondering if the young lady wanted him to stand on his head.



Edited by Manie E. Ayres.

It is the purpose of this department to present carefully prepared articles from the heads of the various departments of the school, on topics relative to their work, in hope that it may prove of value to our many readers, especially those who are engaged in actual school work.

Library Department

By Mabel G. West.

Attention is called to the following reference books which have recently been added to the library: Chandler's Book of Days, Groves Dictionary of Music and Musicians, Lippincott's New Gazetteer of the World, Walsh Curiosities of Popular Custom, Warner's Library of the World's Best Literature, World Almanac for 1913.

The following paper written by Miss James is so worthy of publication that I offer it in place of one from myself.

THE TEACHER AND THE RURAL LIBRARY.

With the publication of a journal, by a few interested persons who met and formed an association in 1876, was inaugurated one of the most important movements of this country. From the moment of their organization, the American library ceased to be a collection of books for the student or experienced reader, and became an effective instrument, not to bring books to the library,

but to carry books to the reader. Naturally, a great "Era of Publicity" followed, and readers soon became familiar with the stores of the libraries. Next came the "Era of Children's Books," the most vital period in the history of libraries. During the early part of this epoch the age for admission to the libraries dropped from eighteen to twelve years, then to ten, then to eight, and now has disappeared. As a result of this there arose a demand for children's books, since the libraries had contained practically none. Supplementary books came into the market and, to meet the standard set by the libraries, literature was substituted for all sorts of inferior writings.

The librarians, finding that only a small portion of the children visited the main library, used their influence to establish branch libraries. Then it was realized that even these branch libraries failed to reach more than one-third of the children of a city. Accordingly, the teachers in the public schools and the librarians began to co-operate. Collections of books were loaned and school libraries were established. "Through this method of sowing books broadcast in cities and towns, the best books are going straight to the people," says John Cotton Dana, of the Newark Free Library.

Those who are familiar with the rural conditions of our own state know that this great movement is only just beginning to reach the people of the country districts.

The Oregon library law requires that every county having a population of less than 100,000 inhabitants levy a tax each year for library purposes. This tax must not aggregate less than ten cents per capita for each and all the children in the county between the ages of four and twenty years. The sum so secured is apportioned by the County Superintendent, each district receiving ten cents per capita for each child of school age in the district. This law of itself is wholly inadequate, since many districts receive but little more than one dollar per year. But our state has also created the Oregon Library Commission, of whose powers to purchase, operate and circulate traveling libraries I shall speak later.

As I have said, this library movement is comparatively new in Oregon, consequently most of the people in the rural districts are entirely uneducated regarding the use and necessity of the library. Since they do not realize the value to themselves nor

their children, it remains for the teacher who may be employed in the district to be the leader in the library movement.

The first requisite for the establishing of a library is a thorough knowledge of the Oregon Library Commission and its work. The purpose of this commission is "to give advice to all schools, free, and other public libraries, and to all communities which may propose to establish them, as to the best means of establishing and maintaining such libraries, the selection of books, cataloging, and other details of library management. It also purchases and operates traveling libraries. By writing to Miss Cornelia Marvin, Salem, secretary of the commission, one may receive directions as to just how a traveling library may be secured for any district, since the aim of the Commission is "to serve the people."

However, the true teacher will aim to establish a permanent library and supplement it by the circulating one. She will endeavor to buy as many books and secure as much other material as possible, to be kept in the district year after year.

Once a year, as I have said, each district receives a certain amount of money to be expended for books. These books must be purchased through the Commission, which has secured reduced prices from the publishers, and if bought at the regular time are delivered free. But books may be purchased through the Commission at any time. Should the teacher or library association of a district secure additional money for that purpose, it would be folly to wait until the time for regular purchase merely to save a few dollars on freight.

Before a library can be established, the teacher must arouse the interest of the people of her district, for without their consent and co-operation she can do nothing. The greatest appeal to the parents must come through their children. The teacher must interest her pupils by reading for them some good stories, by putting into their hands books or magazines that will make their lessons more interesting, by studying current events with them and by giving a talk on the usefulness of a library and the pleasure it would bring them to have one of their own in the district. When she has thoroughly aroused the children's interest, the teacher may safely propose the organization of a Library Club. At the first meeting of the club either the teacher or someone whom she has secured to address the people, should tell them just what is the purpose of the organization and how a

library may be secured. The plans for raising necessary money may be left to the club, but the teacher must never forget that she is the most important factor in the securing of the library, and she must be ready to give information, advice and assistance at any time. She might suggest the giving of entertainments, the taking of subscriptions or the collecting of membership fees in the club, in order to raise money.

There need be no lack of material in the rural library providing the people are thoroughly interested and the teacher knows her work. From the state list, books on practically any subject may be purchased. By the establishing of a circulating library, the people may have the opportunity of reading one hundred extra books each year. Through the Library Commission, model libraries, for use by the teacher, may be secured for a short time. From the general loan collection, books on education, domestic science, agriculture, etc., may be obtained, as well as debating material, lists of plays and dialogues, and commencement subjects. All material loaned by the Commission is free, excepting transportation. Many United States reports, such as the Smithsonian Reports, Forest Service Bulletins, Farmers' Bulletins, etc., are sent free upon request. From our own state we may secure free documents also, and the railroad companies are more than willing to send their pamphlets to the schools.

In order to make a library truly beneficial, the teacher must know not only her material, but also the needs of her district. She must have a knowledge of practically every book on the state list. Merely to know books is not enough. She must also know the dispositions and needs of her pupils. To recommend and put into the hands of every pupil the same books would take the very life out of library work. You can no more expect all pupils to enjoy the same books than you can expect all pupils to make equal progress in all studies. Since the usual library is for the parents as well as the pupils, they, too, are entitled to careful attention. The teacher must be able to put herself in the place of every reader who comes to the library, and she must give them books that she knows they need rather than what, theoretically, she might think they ought to have. She must also study the needs of the community as a whole, if she would make a wise selection of bulletins and public documents. Nor must she be

ignorant of the many periodicals, since no real library can afford to be without its newspapers and magazines.

The teacher who is truly training for her work must consider library methods equally as important as any other study.

Granted that the teacher possesses a thorough knowledge of the school library laws, of the purpose and work of the Library Commission, and of her district's needs, as well as a realization of the importance of library work, especially in the rural districts,—granted all this, then only personal interest and enthusiasm are necessary to establish a library and make it a thorough success.

Some Things We Hope to See in the New Arithmetic

By H. C. Ostien.

The time is near at hand when the Text Book Commission will decide what sort of an arithmetic will be placed in the hands of the teachers and pupils of Oregon for the next six years. Of course we say that more depends upon the teacher than upon the book. True enough. But we all agree that a book well suited to its purpose helps out amazingly.

What is the main object sought in the study of arithmetic? Utilitarian for the greater part. True there is the cultural value that goes with the study of all exact sciences, a value that results in sharpened wits, in clear thinking, in accurate reasoning, in concise and exact expression, and in a wholesome development and strengthening of the entire mentality, but this is only by the way, while the leading purpose of the study is to supply the student with such skill and knowledge in the subject that he can use the same with accuracy and quickness as the occasions of daily life demand.

Many in the business and commercial world find much fault with students just out of school on the ground that such students (1) lack in accuracy when making number computations, (2) solve ordinary problems in a bungling, roundabout way, not the direct and shorter way of the business world. To what extent this criticism is true we shall not stop to inquire, but that it will hold to some degree, at least, we are ready to admit. How

remedy this defect? The textbook and teacher both have a part in this. As a rule the teacher teaches very largely the subject matter and the method as given in the text, so generally, if the text is weak in any particular point, the teaching is accordingly weak; this, we believe, is the case with the large majority of teachers.

Two desiderata in the handling of numbers are of prime importance, viz.: accuracy and rapidity in their use in the various operations. Not the handling of large numbers necessarily, not of decimals of more than three places, nor of fractions with large denominators, but rather the smaller numbers, both integral and fractional, that are of such wide and constant use in daily life. Accuracy and rapidity in the handling of numbers are largely the result of drill. Just as the soldier becomes proficient in movement by drill, so in the same way accuracy and rapidity in the handling of numbers are attained by the pupil. Drill work is ordinarily irksome; hence the need for variety, if the nature of the subject will permit. At any rate, you need not have bacon and eggs every morning for breakfast; some mornings have eggs and bacon. For one thing, then, we hope to see in our new arithmetic well graded, well selected, and well drilled exercises, which will be of material assistance in attaining the first two essentials, accuracy and rapidity.

Second, we hope to see many workable suggestions, practicable methods, direct solutions of problems, such as are used by the efficient man of business. Usually for first work in a subject the step-by-step analytic method of solution is necessary for a clear understanding of the problem, but this is seldom the method of the business world: The business man wishes the correct answer to his problem in the most direct way. Why not teach pupils such methods in school rather than throw the burden upon them later on? Most of our teachers need help on this point, and it is the business of the textbook to supply it.

We hope to see the unit or topic plan of arrangement adhered to as nearly as possible. Some topics are of such nature that they must come in an elementary way early in the study, the subject of fractions for illustration. But the topic plan is the logical one, and, for the pupil who completes the study of the ordinary grammar school arithmetic, the best one in the end. The effort to teach the pupil who leaves school, say at the fifth

grade, something of all the topics in arithmetic results in his knowing nothing well and in a usable way. Better give him a working knowledge of fewer topics.

We hope to see the partially obsolete (in business) or less important topics wholly omitted or relegated to an appendix where they may be studied if there be time and inclination.

We hope to see the problem lists made up of such problems as obtain in the business world today, especially the American business world.

We hope to see well selected lists of problems for oral solutions as introductory to the written work of each topic. Most of the arithmetic of daily life is of that sort anyway, so prepare the pupils for it.

We hope to see the use of the equation as an instrument for the solution of certain classes of problems made more prominent than in former books. Devote a short chapter to a discussion and solution of the simple equation; then make use of the equation in the solution of many problems whose best solution is by the algebraic method.

A Country Boy's Visit to the City

Contributed by Miss Todd.

(The following story by Samuel Walker is one of the productions written from the outline worked out by the sixth grade class, under Miss Hilma Anderson as their student teacher.)

SUGGESTIVE OUTLINE.

I.—Introduction.

Names of characters.

Time and place.

II.—Body.

Arrival in city.

One incident occurring during visit.

III.—Conclusion.

Return home.

What he thought of his visit.

HIRAM VISITS THE CITY.

"Here comes the train at last! I wonder if he is coming!" My country cousin was coming to stay a week with me and I was to meet him at the train.

The train stopped and out crowded men, women, and children

but I could see no one whom I thought was my cousin. I asked the station master if this was the train from Louisville. He said it was and I walked out of the station and started home. The crowd had cleared away and I saw a peculiar figure standing by a large truck, looking at huge pile of trunks. He was dressed in a short black coat and a rather large pair of trousers. He wore a huge red bow at his neck and a piece of goldenrod pinned on the flap of his coat. He wore a sailor hat with long blue ribbons on it and in his hand was an old time cloth satchel. He certainly made a comical appearance.

I asked him who he was and where he was going, and I found out he was my cousin! I introduced myself and took him home. His eyes stood out and he craned his neck as if he would never see enough. Once I went into a store and when I came out I could not see him. At last I saw him sprawling on the sidewalk. He had been walking along watching some men on top of a building and he had bumped into a hitching post. I gathered him up and we went home. The boys all called him "Hiram," but he did not seem to mind it.

At the end of the week he went home and promised to come again. He also invited me to come to the country where I suppose I would be as green as he was in the city.

SAM WALKER.

Applied Quotations

"The most unkindest cut of all."—Hookey.

"The Melancholy days have come; the saddest of the year."—Practice Teaching.

"Where ignorance is bliss, 'tis folly to be wise."—The Freshie.

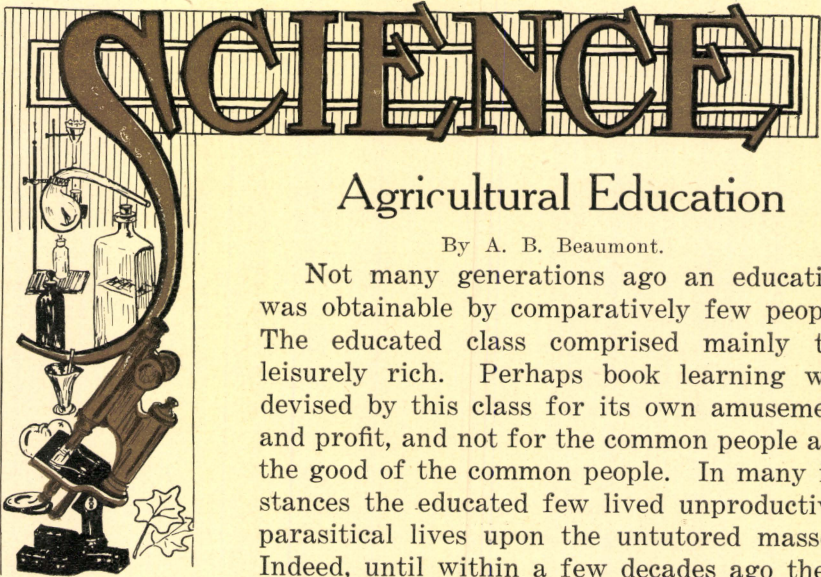
"Fools rush in where angels fear to tread."—Room 11.

"I am Sir Oracle, and when I ope my lips let no dog bark."—The Senior.

Burton: "I wonder how I'm going to get my notebooks down to Newport when I go home."

Hesseltine: "Use the Parcel Post."

Burton: "I can't, you dub. The Parcels Post limit is one hundred pounds."



Agricultural Education

By A. B. Beaumont.

Not many generations ago an education was obtainable by comparatively few people. The educated class comprised mainly the leisurely rich. Perhaps book learning was devised by this class for its own amusement and profit, and not for the common people and the good of the common people. In many instances the educated few lived unproductive, parasitical lives upon the untutored masses. Indeed, until within a few decades ago there was to be found in the educational systems little which was not primarily for the people of means and leisure, and which appealed to the hard-working, often overworked, masses of humanity. Education was a luxurious indulgence, and not an indispensable necessity as it is today. In fact, in the now fierce struggle for existence in the arena of modern industrialism, education is usually the factor which determines success. Without an education, one today enters the battle of life unarmed and unarmored.

What is the difference between the old and the new educations? Mainly, that the one was for some of the people, and the other is for all the people. At the outset it may appear strange that for so many hundreds of years the people failed to demand the sensible thing in education; but, upon reflection, the reason is apparent and good. The old education was in the so-called cultural subjects, in ancient lore, languages and the finer arts—certainly and undeniably good things, especially for people with a surplus of means and time. But this was culture for culture's sake. There was very little of material things taught in the schools. Of course, the people had to live in a material way, by means of material things, then as now, but according to the

notions of educators of a few decades ago it would be the most heinous heresy to break the sanctity of the curriculum by the introduction of a study of natural, material things.

Perhaps it was just as well that this was the state of affairs. Perhaps the time was not ripe for the introduction of natural science study, because, until within a few decades since, the few secrets of nature that were known were not classified, systematized, and made ready for use in the schools. An enormous number of facts concerning material things—things that immediately surround us and have to do with our very existence from day to day—have been found out within a very few years; and, best of all, these and all other facts have been classified for convenience, and thus made available to the layman. After all, science is merely classified knowledge. The better one is acquainted with one's fellow creatures, the more he feels his fitness with the things around him, the better one's reaction with one's environment, then the better will he not only be able to make a living but also to live. Emerson puts it this way: "He who knows the most, he who knows what sweets and virtues are in the ground, the waters, the plants, the heavens, and how to come at these enchantments, is the rich and royal man."

Perhaps to the aid of no other line of human endeavor have the natural sciences been brought with more assiduity and with



Students testing milk for butter fat.

Photo by W. H. Burton.

greater practical results, than to agriculture. Not only have two blades of grass been made to grow where formerly one grew; and three, five and seven bushels of corn have been gathered where one bushel was gathered; but, infinitely better and greater, barren deserts have been made to blossom and bear in the greatest profusion.

The secrets of nature having been disclosed to man, and the principles thereof having been applied to practical, everyday problems with unmistakable results, the problem before the educators of the world was to give these principles to the masses in a usable form. But the teaching of these principles was not spontaneous on the part of the teachers; on the other hand, it was demanded from them by the masses of the people. Never before, in the history of the world, have the people been so insistent in their demands for knowledge. For they have realized that knowledge is power. Indeed, it is the knowledge of natural laws and materials that has enabled us to tap the great resources of the earth and the sky, and thus make our present civilization a reality. It is these things that have made it possible for us to demand as necessities what were considered luxuries a generation ago, and which, if considered at all by our great grandfathers, were regarded in the light of impossibilities.

As a natural consequence of forces and circumstances, we find



Students judging dairy cattle.

Photo by W. H. Burton.

industrial training invading our public school system, from the haughtiest university to the humblest rural school. Industrial training—oh, blessed boon to civilization! And in no wise the least form of industrial training is agriculture. However, it is not the main purpose of this article to discuss the history or the merits of agricultural teaching, but to state briefly

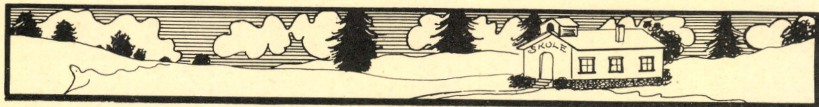
WHAT WE ARE DOING

for the prospective teacher of agriculture who comes under our tutelage.

In our work we do not attempt to cover the entire field of agricultural teaching. Of course, this would be impossible to do in the time at our disposal. For our purpose such a thing is not at all desirable. We think it is much more desirable to devote our attention to a few things than to a great many; the chances for doing them well are better. Stated briefly, our work includes the study of the following: soils, plant pests, animal pests, poultry, dairying and school gardening.

Soils are studied as to classification, physical properties, chemical properties and plant food contents. Under plant pests we study the weeds and small parasitical plants, especially those of our own locality. The animal pests that we study are mostly the insects. Our poultry study includes the care and selection of poultry, the marketing of eggs, the construction and use of the trap nest. We are particularly well situated for the studying of the dairying industry, as it is practised in the midst of a great dairying region. The composition of milk is learned, and the Babcock test done by each student. Some of the finest thoroughbred dairy herds in the state are visited. Cattle are judged as to dairy points. Silos and silage are examined. Creamery processes are studied at the local creamery. School gardening is taught more at length than any of the other subjects. Pupils in the Training School do actual gardening under the direction of the student teachers, who, in turn, are supervised by the instructor in agriculture.

In all our work considerable stress is laid upon laboratory and field work. While we use a modern text as a basis, we do not strictly adhere to it. We study things and methods at first hand whenever possible. At all times we bear in mind the prospective teacher, and call his attention to the possible application of principles and methods here taught, to other situations.



THE NORM

VOL. 2

MONMOUTH, OREGON, APRIL, 1913

No. 4

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THE NORM is published five times a year, in the months of November, December, February, April and June, by the Students of the Oregon Normal School, Monmouth, Oregon

Subscription Price: seventy-five cents a year; single copies, fifteen cents; Commencement Numbers, twenty-five cents

Address all communications to "THE NORM," Monmouth, Oregon. Contributions from the friends of the school are always welcome

Entered as second class matter Decemer 23, 1911, at the post office at Monmouth, Oregon, under the Act of March 3, 1879

Why is a Senior girl like a great nation? Because her graduation dress is like a great battleship. The nation tries to keep abreast or ahead of its neighbors in the size and number of floating forts. The girl wants to equal or surpass her classmates in the beauty and elegance of her dress. Any nation would be willing to reduce its navy if it knew that all other countries would make theirs just a little smaller. Most any girl would be willing to graduate in an

BATTLESHIPS AND GRADUA- TION DRESSES

inexpensive dress if she were only sure that all the other dresses were just a little plainer and less costly.

This is a difficult question—the dress question (not to the writer, however, for he neither buys nor wears 'em). But to the girl, and perhaps to her parents, it is too often a serious problem. On the one hand the girl, perhaps, has for years looked forward to her day of graduating; she has thought of it as the one great event of her life—there may be exceptions—she has planned and saved and striven for it; she has dreamed about it; she has wept over it; she has labored faithfully with this one end in view. And now after all this and much more, should she be denied the privilege of appearing as sweet and charming as it is possible to make her? Should she be forced to lower her personal pride simply because someone else cannot come up to her standard? It hardly seems that this would be just. If she can afford the dress that suits her, why should she not wear it? Does it concern anybody else?

“Ay, there's the rub.” It does concern somebody else. Many a girl has put her all and more, perhaps several years' savings, into the necessary expenditures during her school years; she may even have gone into debt; her parents, probably, have denied themselves the ordinary comforts of life to enable their daughter to graduate. Now the day is approaching. Other girls are preparing “swell” dresses. Shall she practice deception and try to appear what she is not? Shall she dress beyond her means? Shall she drain her purse to the last penny? Shall she increase her debt and weaken her credit? Shall she add to the already heavy burden upon her parents, when they have a right to believe that her school expenses are about to end? Shall she do all this just because she fears that some other girls might be more “charming” in their extravagance? It is a great temptation—one that is difficult for a girl to resist. It is by no means an easy question to decide. To appear in a plain and inexpensive dress—even though it may be neat and becoming and more charming than she imagines—to do this when she knows that others will come out in silk and laces, with a lot of “ribbon, insertion, braids, steel springs, buttons, muslin, tassels, velvet, beads, spangles, worsted, fringe, tatting, ruffles, gimp, flowers, foundations, tucks, puffs, skirts, ruches, waists, belts, paddings, collars, cuffs, frills, undersleeves, spitcurls, nets, veils, rosettes, bracelets, finger and

open to them so far as children can see such things. We extend congratulations, though we are loathe to see him leave this work, believing that a larger life lies in the state. As we raise the level of the children of our state, so do we raise the state in the right way; and the influence in this line emanating from the city is relatively much less than from the state superintendency.

However, we bespeak for Mr. Alderman the kindest co-operation of the teachers of the state in this new field of his labors; he has heard and hushed "the cry of the children" of the state. May he likewise read the lesson of the city.

This paper being, in a way, an exponent of the State Normal, we feel the loss more keenly because Superintendent Alderman is an ardent friend of this school, a member of the Board of Regents, and his services here are fully appreciated. He will carry with him the best wishes of a host of friends in this town and county.



While we are giving praise and good speed to our February Seniors, we note that there are a number of others from our midst, "gone but not forgotten," and we desire to stop and give them worthy mention, for they are missed as truly as any. Five of them have assumed the worthy pedagogical profession. Gwendolyn

DEPARTED STUDENTS

Dicken is teaching the "young idea" at Friend, W. A. Fletcher at Eola, Wilhelmina Frantz at Hillsboro, W. E. Parker at Gardiner and Rufus Bible in Baker County. The others have been called away for various reasons. James Gentle has returned to the tilling of the soil. Lenore Keizer and Matthey Nealey are still in Monmouth. Bertha Marshall has returned to her home in Hillsboro. Lela Parks was called to her home at Creswell by the severe illness of her father. Although he has improved in health, she will be unable to return this semester. Myrtle Cooley has suffered an extended illness at Roseburg, but is able to be out again. Because of ill health, Iza Constable has returned to her home in Salem, Nellie Anibal to Pendleton, and Signa Stone to Gresham. Florence Tate has returned to Wasco to assume the duties of postmistress during the absence of her father. We assume that this is true, regardless of Cupid's rumors. Mrs. Sacre has gone to join her husband at Pendleton. Miss Gilliland

earrings, mitts, furs, capes, victorines, muffs, gloves, chains, brooches, pins, hooks and eyes, plumes, hairpins, combs, powder, rouge, artificial flowers, chatelaines, fan, parasol, handkerchief, perfumery, and a lot of other things besides"—when she knows that some of her classmates are to appear thus, can you blame the girl for wanting to spread herself just a little? Put yourself in her place with a dress at twenty-five cents a yard, and try to compete with the above for attraction. It is nonsense. Forget it. What were graduation without the frills of fashion?



Now that Superintendent Alderman has accepted the city superintendency of the Portland city schools, we feel that congratulations are timely and in order, but especially to the city. We say this because he will bring to the city a ripe scholarship, thorough familiarity with its needs, and a capacity to handle the vexing questions, tempered by study, valuable experience and a keen grasp of the child problems. While the schools of Portland reflect credit upon all Oregon, and while as citizens we feel a pride in them, yet their usefulness will be increased under his tutelage.

THE STATE SUPERINTENDENCY So far as the state at large is concerned, the issue is not so clearly defined; the field here is so large, so promising in big results and the opportunities so unfettered, while the call from the boys and girls of the land is heard in no uncertain terms that Mr. Alderman cannot leave this without misgivings. His knowledge of the whole public school system is so clear and comprehensive and his influence has been so markedly felt, both among the children and parents, that he must leave this only after careful thought. The problem of enlisting the children in their work has been largely solved by him. While much credit is due to former Superintendent Ackerman for an excellent course of study and many valuable laws now on our statute books, yet the growth of this interest on the part of the children is more directly traceable to Mr. Alderman. With his keen insight and sympathetic help he has reached out and found the heart of the children of our state. No more do we hear the old remark by them that "they do not want to go to school," but rather that they are keenly sensitive to the many live individual opportunities now

has returned to Fossil, Mary Elliott to Monkland, Miss LaFoe to California, George Buckingham to Monroe, Alma Austin to Hood River and Laura Stennick to Portland.

We are glad to hear from these absent friends, and of their progress since they left us, for the good wishes of *The Norm* are always with them, wherever they may be.



At a recent conference of the United Evangelical, United Brethren and the Evangelical Association, it was decided to consolidate the colleges of Castle Rock, Dallas and Philomath into one standardized institution. Philomath was **FEDERATED** the place selected for the location of the federated college, which will open its doors next **COLLEGE AT** September. Philomath is centrally located, has **PHILOMATH** an equable and healthful climate and is in every way well situated for a growing college.

We are glad to see this movement started. There is a large number of denominational colleges in the Willamette Valley, and if the greatest work is to be accomplished, there is need of more united action. Oregon is realizing the benefit of a consolidated normal school through better trained teachers because of better equipment and facilities. How much more efficient our denominational schools would be if we had one good, strong, well-equipped college working with one great aim, instead of the present number working with conflicting creeds, struggling against each other for existence. We hope the time will soon come when there will be greater federation along these lines.



In this issue we present the first installment of a new department; namely, "Faculty Contributions." Several members of the faculty are represented this time. For our **FACULTY** next number several others will write. These **CONTRI-** contributors are all experts in their respective **BUTIONS** lines, and we are sure that our readers will find their papers interesting and profitable. We hope that our successors may see fit to continue this department in the future. We feel that it can be made one of the very best and most profitable parts of *The Norm*.

What's Doing

GENERAL NEWS ITEMS.

Edited by Florence Hill and Maud Hedrick.

A number of valuable reference books have recently been added to the library.

Miss Butler, head of the Domestic Science department, spends much of her spare time in assisting in the purchase of equipment for the new dormitory.

On January 6, the county school superintendents of Oregon visited the Oregon Normal School and spent the day in observing the work in the Normal and Training Schools.

The chapel period of March 4 was taken by Miss Sarah Martin, the second representative of the Senior class. Miss Martin took for her subject "The Making of Citizens," which was well covered, and thoroughly enjoyed by all.

Miss Mildred Francis, the first representative of the June Senior class to appear in chapel, presented, on the morning of February 17, the subject, "The Value of Character," which was a very excellent presentation of the great value of character.

The third number of the Lyceum course was given January 28 by Carter's Carolina Jubilee Singers. The troupe consists of seven colored people. Those who enjoy negro melodies and folk songs were much pleased by the company. Mr. Carter's work on the piano deserves special mention.

Miss West and Miss Fridd, of the Oregon Normal faculty, attended the reception given by the P. E. O. Sorority of Portland on February 27. While there, Miss Fridd visited the Portland schools and Miss West employed her spare time purchasing much-needed articles for our rest room.

Following the established custom, the June class of the O. N. S. entertained the February graduating class with a luncheon at Morlan's on January 24. The tables were tastily decorated with flowers and ferns. Miss Lelia Erickson, acting as impromptu

tu toastmaster, called for the following toasts: "To the February Class," response by Carlotta Crowley, president of the June class; "To the June Class," response by Sadie Bell, president of the February class; "To the Senior Girl," response by David Slevoigh; "Reminiscences," response by Rhea Benson; "To the Future," response by Mary Kelly, president of the Student Body; "To the Two Classes," response by Gertrude Wilcox, of the O. N. S. faculty.

The tryout to select an orator for the intercollegiate oratorical contest, held at Newberg March 12, was held in the chapel on January 27. Of the three representatives, Miss Johnson from the Delphian, Miss Nichols from the Vespertine, and Mr. Richardson from the Normal Society, Miss Johnson was chosen. Her subject was "Education and Peace."

The February commencement exercises consisted of the Senior class play on Saturday evening, the Baccalaureate sermon, preached by Dr. Wigmore of Eugene, and the commencement proper, which took place Monday evening. The Hon. P. O. Bonebrake of Philomath, a member of the House of Representatives, delivered the commencement address.

Miss Fridd's chapel talk, "The Cultural Margin in Language," was exceedingly interesting. It contained a plea for the so-called "dead languages," which struck a responsive chord in many of those who listened. In this age, when people are becoming so intensely practical and the demand for a "bread and butter education" is increasing so rapidly, we are apt to lose sight of the cultural side of education, to think only of the practical, not of the ideal. It is refreshing to find occasionally, however, one who still advocates culture for culture's sake, not for the number of dollars it will bring.

The last number of the Lyceum course was given February 27 by the Aller Trio, consisting of Miss Charlotte Bergh, who is known as "The Girl Soprano of the Northwest," Mr. Herr Nelson, the 'celloist, and Miss Elliot, reader. The program was excellent and was received most enthusiastically by a large audience of students, faculty and townspeople. Miss Bergh's voice is wonderfully sweet and pleasing. She has a range of three octaves and three keys. Her voice, combined with her charming person-

ality, made her the most popular of the company. Mr. Nelson was a master of the 'cello, and his numbers were thoroughly enjoyed. Miss Elliot was charming in the readings which she gave. Altogether, this was one of the best entertainments we have had.

The faculty reception to the February Seniors occurred in the president's rooms on January 25. The event was unusually enjoyable. The rooms were charmingly decorated with flowers and greenery. Each Senior was adorned with a bunch of violets before leaving. Candied violets formed part of the delicious refreshments which were served. The use of violets was especially felicitous, as they were the class flower of the guests of honor.

The California Jubilee Singers gave one of the best entertainments that we have had during the school year in the Normal chapel on Monday evening, March 10. The most notable feature of the entertainment was the double-voiced singer, Mr. Payne, who impersonated to perfection the famous Black Patti. Even though this was not one of the regular numbers of the Lyceum course, it was well attended and everyone was greatly pleased with the entire program.

After their visit to the Oregon Legislature, the student body organized a mock legislature. Counties were drawn by lot and a special meeting was called in which an organization was effected. A spirited contest ensued, in which Grace Henderson was chosen to be the first woman Governor of Oregon. W. H. Burton was elected President of the Senate and Clarence Hesseltine was chosen Speaker of the House. Miss Parrott was elected to the position of messenger and Messrs. Beaumont and Butler to that of pages.

On Saturday, February 15, a large delegation of the Normal students and faculty spent the day in Salem for the purpose of visiting the legislature, which was then in session. A special excursion train was secured, which arrived in Salem about nine-thirty o'clock. The remainder of the morning was spent in visiting the legislature, and was especially interesting to both students and faculty at that time. In the Senate a most heated discussion was going on, concerning the establishment of a reform school, or home, for the girls of Oregon. During the discussion the courtesies of the Senate were extended to Mrs. Baldwin of Port-

land, who gave a most earnest plea, setting forth the needs of such an institution. In the afternoon, President Ackerman conducted the delegation through the asylum and penitentiary by special permit. It was the first time many of the party had seen these institutions and the visit was a source of interest and information. Later they returned to the state house and called upon the Governor. Although very busy, he welcomed the Normal visitors in his private office and explained to them his part in the legislature, in the matter of sending messages, signing and vetoing bills. Lastly a visit was made to the state printing plant, after which the party returned to Monmouth, having spent a very profitable day.

On February 12 the chapel period was given over to Mr. Butler's department, which gave a Lincoln's Day program. The program, which was intensely interesting, consisted of an opening address by Mr. Butler, a reading by Miss Lyda Bell, an original essay by Miss Lois Simms, a song by the Misses Dunlap, White and Hershey and Messrs. Bell and Ostien, and a reading by Mr. Lynch. Several patriotic songs were sung by the student body.

A similar program was given on Washington's birthday by the class under the charge of Mr. Butler. The stories of Washington by Miss Crowley, the recitation by Mr. Lynch, the reading by Miss Bolton, the music and, in fact, every feature of the program, was well given and highly appreciated.

One of the most interesting talks of the year was delivered by Miss Parrott, head of the department of English, her subject being "The Trend of Modern Fiction." Miss Parrott vividly outlined the trend of fiction from the beginning to the present day. She showed plainly the effect of fiction on the student and citizen and clearly distinguished between the influences of the different standards of fiction. She advocated presenting the best as the only means of raising the standard of the reading world of today. Miss Parrott is authority on this subject and the clear presentation delivered in her own charming manner was considered a rare treat by all present.

117 Polk County Teachers See Work of Oregon Normal School

One of the most successful teachers' institutes ever held in the county was held at Monmouth last Saturday, when 117 teachers of the county visited the Normal and Training School.

The faculty of the Normal kindly consented to teach on that day, and the visiting teachers spent the time in observing the work in the different departments. Teachers were present from every part of the county, and many came several miles on horseback in order to attend. The best attendance ever had at a local institute was the result. The training class of the Bethel High School, containing eight members, was also present. There were many people from all parts of the county, not teachers, who were in attendance the full time, and reported that they enjoyed every minute of the day. There were about 20 teachers in attendance from Marion County.

The Domestic Science class, under the direction of Miss Butler, served lunch at the noon hour, and it was reported by all to be one of the best luncheons ever served on such an occasion. All united in thanking Miss Butler and her class of girls for the same. Nearly all of the teachers came to Superintendent Seymour during the day and asked that, if possible, they be allowed to have the same kind of a meeting next year.

President Ackerman and his family won the thanks and good will of all by the courteous treatment given the teachers and other visitors. Each person will remember the pleasant day for many years.—*Polk County Observer*.

The Normal and Training School were running full force on Saturday, March 1, for the benefit of the teachers of Polk County. The regular work for Monday was carried on, with the addition of a special program in the afternoon. Mr. Seymour of Polk County and Mr. Smith of Marion each gave a short address. Then followed a program by the seventh and eighth grades. The program consisted of music by the orchestra, a song by the grades, and a drill, under the management of Miss Wilcox. The girls of the Domestic Science department served lunch to the hundred and twenty teachers in a most creditable manner.

Culled From the Editor's Mail

Don't forget to send a *Norm* to Myrtle Cooley, Smith River, California.

Enjoyed *The Norm*—especially the duck story.—J. F. Grubbs, North Bend.

Your publication is certainly very attractive.—Hicks-Chatten Engraving Co., Portland.

The Norm certainly is tastefully gotten up.—Remington Typewriter Company, Portland.

Indeed, I did enjoy *The Norm* and am anxiously looking for the next one.—Bessie Foster, 240 E. 16th St., Portland.

Thanks awfully for remembering me by sending *The Norm* before I could attend to subscribing.—Allie Ford, Hood River..

I enjoy your paper very much and read it from cover to cover; it brings back many things from the old days.1Dr. Butler, Portland.

We had a most interesting time over our election last week. The best man was made mayor. Why? Because the women voted.1Emma Knutsen, Astoria.

Received your Christmas Greetings and note that you are completely surrounded with a number of fine looking young ladies and appear very happy.—J. H. Greves, North Bend.

Please accept my congratulations and subscription, tardy as they are. I have had such a successful year and am very much in love with my work here.—Ruth Twohy, Condon.

From my point of view *The Norm* was far better this time than ever before. Congratulations. I have read and re-read till every eighth grader has been influenced by it.—Sarah B. Mickelson, Ontario.

I congratulate you upon one of the best edited and printed college publications in the state. Enclosed find my check for one dollar in payment of the annual subscription. Keep the change.—E. D. Ressler, Corvallis.

Gentlemen (or should it be "Ladies"?): Kindly send me one-fourth (1-4) dozen copies of the February *Norm*, together with

bill for same.—C. R. Moore, Bandon. P. S.—If you can't furnish the magazines, omit the bill.

Dear Mr. Norm Editor: I am puzzled and I want you to help me. I am keeping company with one of the Normal boys. Re is a real nice fellow and I am sure that he is going to propose to me soon. I don't know what in the world to say when he does ask me. Will you please tell me? Anxiously yours—One of the Girls. ANSWER.—It has been so long since the Editor has had any experience in this line that he does not remember the exact wording of the answers; therefore, the writer is referred to the Business Manager.

Alumni

Reported by Agnes Clark.

Lewis Hoisington, '04, who is teaching at Lewisville, is employing part of his time in cultivating his farm.

Miss Mabel Lorence, '08, is at home visiting her parents. She will graduate from the University of Oregon in June, 1913.

A. C. Hampton, '02, principal of the Pendleton High School, is contemplating a course in Columbia during the coming year.

Those of the Alumni who are taking the postgraduate course are: Elta Portwood, Edith Perry, Bessie Graham and Agnes Clark.

Among those who attended the institute held at Monmouth Saturday, March 1, were Joel Wilson, '06, Emma Kramer, '94, and Orrin Byers, '13.

Miss Elizabeth Carothers, '89, has just returned from Siam, where she has been a missionary for eight years. She will return to her work as soon as her health permits.

Among those who are planning to return to the Normal next fall are: Ida Hunter-Keane, '97; Pansy Mauer, '07; Miss Hull, '04; Miss Markcart, '07; Hattie Hawley-Moxley, '06.

Cupid seems to have invaded the ranks of the Alumni and three of our number are to be demoted from school teacher to housekeeper. (The principal thing is, who are they?—Ed.)

We are planning to publish in this department some communications from various members of the Alumni. If you have anything of interest for the Oregon Normal or for the teachers in general, we should be delighted to receive it.

Following are the names of the February, '13, class who are teaching: Maude Wills and Mary Kelley, Albany; Olea Shore, Scotts Mills; Clara Ireland, Perry; Jean Sharman, Salem; Beulah Hesse, Oregon City; Anna Wood, Beaver; Mary Whitman, Air-lie; Etta James, Prineville, Oregon.

Seniors

Reported by Veva Dunlap.

The June Senior class can boast of one thing over the February class—we have TWO boys.

Miss Helen Peery entered school a trifle late this semester, and adds one more to our Senior class.

The class pins have arrived and each member of the class may be seen proudly displaying the emblem of their superiority.

An important class meeting was held recently, in which "What to Wear at Commencement" was discussed. After much debate it was decided that each one was to use her own judgment about *expense*, but nothing *elaborate* (?) was expected.

The members of the Senior class have been too much occupied with the making of "lesson plans" to give much thought to social life, but as soon as they become a little more accustomed to this duty, they will begin to think of their neighbors and their pleasures.

Juniors

Reported by Manie E. Ayres.

Miss Loraine Johnson, a member of our class, represented the O. N. S. at the state oratorical contest to be held at Newberg, March 14.

The following new class officers were elected to fill vacancies:

vice-president, Miss Myrtle Muir; treasurer, Miss Madeline Bettis; reporter, Miss Manie Ayres.

At a meeting called just before the close of last semester it was voted that those who would become senior I's should remain a part of the Junior class until the end of the year.

On the evening of February 21, about thirty Juniors, chaperoned by Miss Butler, Miss Wilcox and Mr. Ostien, enjoyed a jolly hayrack party. The Sophomores thought some of appropriating the wagon, but decided it was not best after a lively scramble. Despite the usual number of minor accidents, all voted the ride a great success.

During the commencement exercises, the following Juniors acted as ushers: S. W. Hanns, Clarence Hesseltine, Miss Veva Dunlap, Miss Florence Tate, Miss Loraine Johnson and Miss Rose Lily.

Sophomores

Reported by Irene DeArmond.

The Sophomores have recognized the ability of last semester's officers by requesting their services for this semester.

The number of students enrolled as Sophomores is about the same as last semester, because enough new members have entered the class to fill the places of those who failed to return, or those who joined the Juniors.

Outside of the usual business meetings we have come together as a class on two auspicious occasions. The Juniors will tell you about one time; we will tell you about the other, a Valentine party, which we gave ourselves at the home of Miss Fridd, our class adviser. That the decoration committee had been hard at work, we could easily see on entering the rooms, as hearts of every conceivable size were hung in conspicuous places, and that the social committee had also been busy we found out from the number of "stunts" they had us do. Perhaps the most enjoyable feature was the making of valentines for the guests present. As is always the case at a Sophomore party, everyone had a good time.

Freshmen

Reported by Leah Bourgeois.



Freshman Officers.

"Well, here we are!" We felt a little shy last semester and were too bashful to have our class officers' pictures appear in *The Norm*, but now, after a half year here, we have overcome that shyness and come to show you who we are. Our president is Miss Opal McDaniel; vice-president, Miss Catherine Gentle; secretary and treasurer, Mr. Winters; sergeant-at-arms, Miss Selleck; class reporter, Leah Bourgeois.

The class elected Miss Gentle and Miss Laura Bell delegates to the oratorical contest at Newberg.

Vespertines

Reported by Henrietta Hoyser.

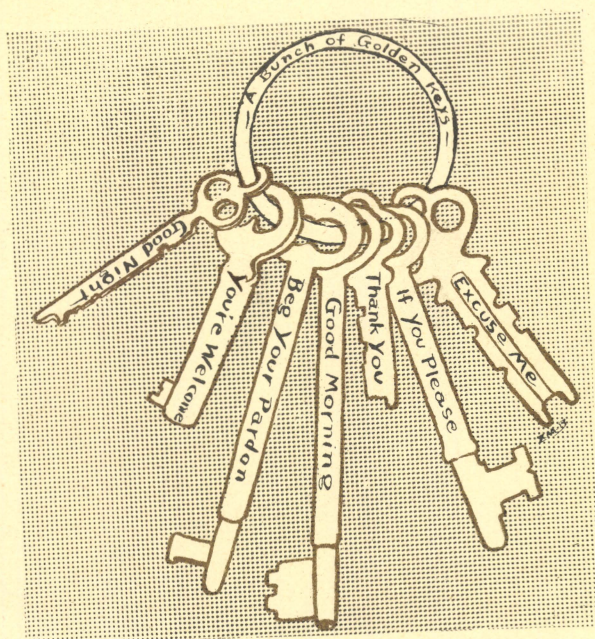
Since the election of officers there have been but two regular meetings, the time having been given up to other school activities, among which was the mock legislature.

The following are our officers for this semester: president, Gertrude Davidson; vice-president, Zella Burkhart; secretary, Mae Harbert; treasurer, Margaret McCulloch; sergeant-at-arms, Pearl Miller; reporter, Henrietta Hoyser.



Vespertine Officers.

We Vespertines feel very deely the loss of our members who graduated and those who, for other reasons, withdrew at the end of the first semester. But we feel that in our new members we have those who are competent to uphold and maintain the high standard we have set for ourselves.



Some interesting features of last semester's program were the triangular debate, in which the three societies of the Normal participated, and the oratorical contest, in which we were ably represented by Artie Nichols. Although she did not receive first place, we feel proud of her effort and rejoice that she could win second place.

Delphian Notes

Reported by Florence Haan.



Delphian Officers.

On account of the frequent sessions of the legislature, the Delphians have held but one regular meeting since the beginning of the new semester. At this meeting the following officers were installed: president, Grace Henderson; vice-president, Marie Mitchell; secretary, Hasque Duff; treasurer, Veva Dunlap; sergeant-at-arms, Miss Neilson; reporter, Florence Haan.

The feature of the evening was a triangular debate between the three societies. The Delphians were represented on the affirmative by Veva Dunlap and Marie Mitchell, and on the negative by Grace Henderson and Carol Hogue. Greatly to their

delight, the Delphians won unanimous decisions in both debates.

The society feels greatly honored because their president was elected governor when the legislature met for the purpose of selecting a person for this position.

Normal Society

Reported by Jos. F. Bogynska.

The newly installed officers of the Normal Society are certainly keeping up the high standard known of the Normalites. The ring of every voice is right. The zeal with which they attack their work is surely commendable. Their work is that of scholars, their leisure that of gentlemen.

In the intersociety debate on capital punishment they held their own as far as a decision was concerned. They more than scored on the many other values of a debate. It is of interest to note that of the six teams debating, only one of the teams on the negative side (that is, for Capital Punishment) won out. The old "relic of barbarism" must certainly pass.

On the evening of Washington's birthday the Normal Society again starred with a very appropriate program for the occasion. The hall was decorated with flags and colonial pictures, which in its simplicity and appropriateness was admired by all. Most of the girls came in early Colonial attire; the orchestra played patriotic selections, and the spirit and atmosphere was truly that of the Peace Ball of 1778.

Now these are just a *few* things the Normal Society is doing. Watch for surprises!



Miss Grace Henderson was called to Oregon City a couple of weeks ago to teach in one of the schools there for a week while the regular teacher, Miss Beulah Resse, was nursing a case of the measles.

Y. W. C. A.

Reported by Artie Nichols.

On the afternoon of registration day of the new term, the Y. W. girls served tea to the faculty and student body. In goodly numbers they came to partake of the beverage, glad to escape the cares of programming below. The decorations of ivy and smilax were tastefully arranged, while the Japanese lanterns, screens, the occasional kimonos, together with the refreshments, lent an Oriental effect. The affair was a decided success and the girls are now planning for another attraction to be even more original and unique.

The new Y. W. C. A. cabinet was installed the second Monday in February. Chapel time was devoted to the installation services, and a simple but interesting program was rendered, consisting mainly of songs by the association, addresses by both old and new residents, and special music. Miss Parrott represented the advisory board in a very interesting address, giving the girls some excellent advice and suggesting that they take for their motto:

"Count that day lost,
Whose low descending sun
Views from thy hand
No worthy action done."

The Y. W. C. A. convention will be held at McMinnville on March 28. The principal feature will be a pageant play, a scene from which will be given by each attending delegation. The O. N. S. will be represented there by most of their cabinet and they are preparing to put on a Chinese scene.

The association is by no means a dead one, but very much alive, growing rapidly and the cabinet girls are doing much to make it an important organization. The next attraction for which they will be responsible will probably be the Easter sunrise services.

Oratory and Debate

Reported by Evia Shaffer.

Since the last issue of *The Norm*, the Oratory and Debate Department has been doing things. The first interesting and valuable number to which we wish to call your attention is the triangular debate, which took place on January 24. The visiting teams of each literary society upheld the affirmative of the question, "Resolved, that capital punishment should be abolished." Missess Veva Dunlap and Marie Mitchell, Delphians, won from Mr. A. B. Richardson and Mr. G. C. Winters, Normals. Misses Lena Knapp and Leah Burgoise, Vespertine, lost to Carol Hogue and Grace Henderson, Delphians. Mr. J. F. Bogynska and Mr. W. H. Burton, Normals, won from the Vespertine society, which was represented by Misses Bessie Swain and Alma Cussick.

The June Senior class has furnished us with three excellent orations in chapel. The first one, entitled "The Value of Character," was well delivered by Miss Mildred Francis. Each student was impressed by her emphasis of the fact that we are our own character builders. The next one was given on March 4, by Miss Sarah Martin. Her subject, "The Making of Citizens," was well handled, being especially interesting to the present day school instructor. Miss Zella Berkhart gave her oration March 18, on the subject, "The Conservation of Health."

On Monday morning, March 9, we were all pleased to hear Miss Johnson's oration on "Education and Peace." Enthusiasm and interest increased as the time drew nearer for the contest which was held at Newberg on the evening of Friday, March 14. We are all rejoicing because our orator won first place in delivery and third place in the final decision. She said, afterward, that when she knew our student body was back of her it inspired her to do her best for our school. Our delegation, which was next to McMinville's in number, did its part in a grand display of enthusiastic songs and yells. Let's begin now to boost for the contest which will be held next year at Albany. Why not have the largest representation? In spite of the fact that the train was delayed so long at McMinville, all report a good time. After the delightful entertainment which followed the contest, the delegation meeting brought the successful annual state oratorical contest to a close at a very early hour (in the morning).

Marbas' Letter

Dear Dad:

Nothing much has happened since the last time I wrote except a funny play called "Excuse Me." It was so funny I nearly died lafing—but the funniest thing of all was watching a couple right in front of us. They were so afraid people wouldn't know that they liked each other. Huh! I'll bet they don't get along half as well as you and I do, dad, and we never show off in company. I believe in folks being nice all the time and not acting so foolish out in public to make up for not being nice at home. Reminds me of a teacher I know. She's the meanest thing to her poor kids all the time except when company comes and then she laughs and talks all the time—even forgets about her big stick that she uses to poke kids with if they put their heads on the desks to rest a second. Gee, but I'm glad she ain't my teacher. She would scare me so stiff I'd have to stay in her grade all the rest of my life. God is always good tho to children we learned in Sunday School; so don't you suppose he will make her quit teaching soon? She could get married, couldn't she? Then she'd act better maby; cause she'd be afraid to hit some big man who wasn't helpless like little kids are.

The big fat teacher is awful funny. He holds little girls who wear pretty dresses on his lap, but he doesn't even speak to poor kids unless he can scold them. I don't like that either. He thinks no body notices what he does, but I'll bet he was surprised one time when we kids wrote a notice like this, "If you can't hold the poor kids on your lap, you'd better look out the next time you pick out all the nice dressed ones. We won't stand for it. You get us?" He got us all right for he hasn't done anything like that since. Guess he thinks we are little fool heathens. We know he is. Our superintendent is still good to us tho. We'll stand by him, you just believe.

Three grades gave a program last Friday evening. In two weeks more all the rest of the grades will give one except the Eighth, and three weeks from them the Eighth will give one alone. Glad I didn't work so hard 'cause I had a lot more ready for me now. Eight of the eight grade girls did every bit of the

singing for the Oratorical contest too. Gee! it was fine. They were encored every time, the last time they had to give one encore over twice. Wish I could sing. There was compliment in that for those kids got in free and have been invited to sing for every thing since. Last Friday a big speaker talked to the High School and that Eighth grade bunch was invited to sing up there. Dad, do you suppose I will ever learn to carry a tune?

Say, what do you know about our Superintendent, Mr. Alderman wanting to be supt. of Portland schools? Ain't that terrible! Why dear me, Dad, if Mr. Alderman quits being our state superintendent I'll just leave this state. One reason why I'm so proud to be in this state is 'cause such a sensible man is the Supt. Portland don't have to have everything—Does it? I don't think it's fair to the little towns.

Did you read the last "Norm," Dad? There was such a good joke on two of the teachers at Monmouth. Nearly died a lafing. Won't mention the names tho, for fear they won't like it. Anyway one is from Kentucky and one from Colorado. Now can you guess who they are? The one from Ky. likes to farm and the one from Colo. likes flowers and birds and insects and all those things you see on a farm. Now can you guess? If you can't just write to Mr. A. B. Beaumont—I'll bet he knows both of them.

Some folks down here know Mr. Ackerman, and just love him. One teacher who teaches the little tiny kids said she got all her good ways of teaching from Mr. Ackerman at Institutes or something like that. She's a jimdandy, too. Everybody thinks so. She doesn't like very many people, but she likes me 'cause I like Mr. A. That's all she liked me for. Gee, but I'm glad I went to Monmouth that time.

Say that Mexican war is a fright, ain't it? Our Current Events didn't come last week, so this week we each got two papers. We read them every Wednesday morning instead of Reading.

Write soon, dad. I have to quit now to curl my hair for a party.

Lots of love from
March 1, 1913. My lucky year.

MARBAS.

Lesson Plan for Bluffing

By Will H. Burton.

- I. Aim.
 - General: To bluff an instructor.
 - Specific: I would rather not state which specific one.
- II. What must be known.
 - That any instructor can be bluffed.
- III. What remains to be learned.
 - How to do it.
- IV. Subject matter.

There is no such thing as subject matter in this course aside from the instructor to be bluffed. He is the subject. Each student must be a law unto himself. He must possess: ready wit, confidence, unlimited cheek and gall. Above all, he must avoid formalism. What works one time will fail dismally another. What garners a flock of "A" plusses from one instructor will only result in "D—" on the part of the student trying the same method on another.
- V. Method.
 1. The Inducive-deceptive plan. This plan represents the highest technique of the bluffer's art. To successfully follow this through, the student must be a thorough psychologist and student of human nature. (Term human nature used here advisedly, as there is some question as to whether all instructors are really human.) This plan is based upon the pedagogical maxim that "Every instructor has some one thing that he would rather talk about than anything else in the world." It is the task of the student to discover as early as possible what this is and also how to turn on the flow of words. When the last has been discovered the student is saved. All that is necessary is to set the instructors lower jaw in motion, lean back with a rapt expression and pray that only the bell may interrupt the steady up-

and-down motion of said facial extremity. It is from this that the plan gets its name; the instructor is *induced* to talk and *deceived* as to the student's interest in the subject.

2. The Dogmatic Plan. This plan is often successful with some instructors. It requires nerve and cheek but does not involve so high a degree of technique as the Inducive-deceptive plan. When class is called and the instructor is looking about for a victim the student should catch his eye. Then look steadfastly at him with the following expression, "I know and you know I know. Moreover you know that I know that you know that I know and you are not going to call on me." Most anyone except Miss Parrott will take you at your word and pass on, to devote his time to those more obviously in need of attention.

3. The Incidental-Accidental Plan. This is the poorest excuse at a bluff there is, but quite often works—on the best of instructors, too. When the instructor is looking around, the student should suddenly become intensely interested in his notes, his necktie, his shoelaces, anything to show said instructor that a purely incidental employment is preventing him from reciting at this time. That is, the last named devices will, but if you industriously take notes the professor will probably be so astonished and think it such a shame to stop so unusual an occupation on your part that you will escape.

4. The Reverse English.

This is a high-power double-action plan with plenty of reverse English on it. It is highly dangerous to handle but probably the most deadly of all and is guaranteed to put the quietus on the boldest instructor. It sometimes happens that a confirmed bluffer will have a lesson prepared. It is an opportunity not to be lost. How can he make the instructor call upon him for a display of this unwonted erudition? The bluffer should now feign a quiet, but intense, interest in anything but the lesson, preferably something outside the room. Gaze out of the window with all the unconcern possible. Or best of all fall asleep in his chair. The teacher's eagle eye de-

scends. A question is rapidly hurled at the bluffer's defenceless head. His opportunity! Answer rapidly and tersely but, withal, quietly. Here is the critical point, the answer must be immediate and correct, or woe betide! The teacher's lecture on "Inattention" is not given, a thick silence hangs over the room, and the next question is hurriedly given out. The bluffer is saved and the teacher humbled.

The chief benefit of this plan is the after effect. If successfully worked say five times in one month, the bluffer is saved for the rest of the semester. The uncanny awakening from deep slumber to full consciousness is unnerving to the most hardened instructor and soon the successful user of this plan is left severely alone. Another benefit is the fact that this plan usually works best on those instructors who are impervious to the first three. For instance, this works like clockwork on Miss Parrott, fairly well on Mr. Evenden and Miss Fridd, but would not have much effect on Mr. Ackerman or Mr. Gentle.

VI. Application.

In the general plan for bluffing there is obviously no time for the first step, that of Preparation. Lack of Preparation is what necessitates the bluff. Neither is there any Comparison, Generalization or Assignment. But of Application there is a plenty. One of the above plans can be applied to most any instructor that instructs.

The Inducive-Deceptive plan, for instance, works smoothly and beautifully with Mr. Ackerman, Mr. Butler and Mr. Ostien. Sometimes with Mr. Gentle, Mr. Evenden and Miss Parrott. It never works on Mr. Beaumont except in one instance—start him counting clover seeds.

On the other hand, the Dogmatic plan works quite well with Mr. Beaumont and Miss Fridd. But never under any circumstances try it on Miss Parrott.

The Incidental-Accidental plan should seldom be used by a really good bluffer. Its object usually becomes obvious and if it works it is only an accident. Hence its name. It is only mentioned *incidentally* and it only works *accidentally*.

Exchanges

Edited by Geo. C. Winters.

In the management of this department we do not intend to be too critical, and offer our suggestions solely for improvement of school papers.

One feature that seems most noticeable is the lack of good cuts. If you will notice your advertising columns, you will see many pictures. If business men find it profitable to display their ads with pictures, we believe our school papers could be made more attractive by a few good cuts.

The Zephyrus, Astoria H. S., has a clean-cut appearance. Appropriate cuts head each section. Your stories are good. Your editorial, "That many students seem to think it is the staff's business to write the articles for the school paper," is well taken.

The Columbiad, Columbia University, Portland, Oregon, is well gotten up. You have some good stories and poems. We believe some cuts would add a more attractive appearance to your paper.

The Messenger, Bellingham State Normal, Bellingham, Wash., touched the keynote when it said: "The atmosphere and social life is more democratic in a normal school than in college or university."

The Review, McMinnville, Oregon, is a creditable paper. Your stories are good. "What's the Use" deserves special attention. We believe a few cuts would help your paper.

We are glad to have *The Normal Times*, State Normal School, San Jose, Cal., on our table. We are always interested in the normal schools and wish you every success.

The Willamette Collegian, Salem, Oregon, is one of the best exchanges we have of its form. "Honor in Examination" is to the point.

The Lens, Washington H. S., Portland, Oregon, is one of the very best exchanges we have had. The cuts are good, well arranged and attractive. The class poem deserves mention. No doubt *The Lens* has made good and will continue to do so.

The Prospect, Fresno State Normal, Fresno, Cal.: The general

appearance of your paper is good. We fail to find on your editorial page, any edition number or volume number. Why don't you get your paper entered as second class mail matter, thereby cutting your mailing expenses?

The Crescent, P. C., Newberg, Oregon: We believe a few pictures would help. We are sure you have some artists in your student body. Your stories are good.

The Nuggett, Baker City, Oregon: You have a very classy paper. The stories are good. Your cuts are good. We wish your staff baby picture contest the best success.

The Weekly Index, Forest Grove, Oregon: Your paper is good. We notice that your school is in its sixty-third year of existence. We wish you many more years of usefulness.

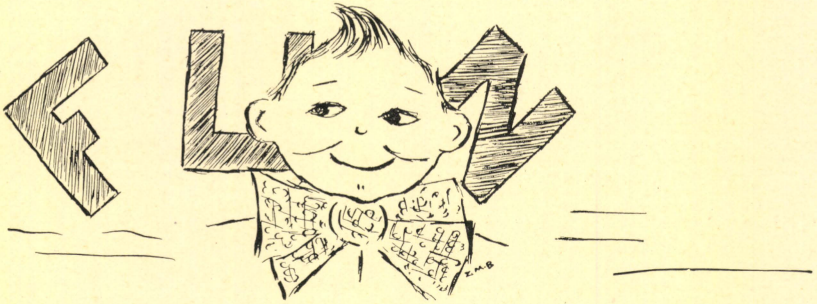
The Kinnikinick, State Normal School, Cheney, Wash.: We are always glad to hear from normal schools. We believe some good stories would help your paper very much. Some pictures would add a great deal of attractiveness.

The Crimson and Gray, The Dalles, Oregon: Your little paper is quite attractive. Stories are good; one or two more would help. The cuts are neat and well done.



We were very much surprised when, on Thursday, President Ackerman announced the resignation of Miss Wilcox from the position of Physical Director. The quality of her work during her two years here has been such that her departure is deeply regretted by both the faculty and student body. Miss Wilcox is called away by the illness of her mother in Boston.

On the evening of March 15 the Juniors, assisted by their class advisors, Miss Brenton and Mr. Ostien, entertained the faculty and student body at a St. Patrick's Day party, the Art Department rooms being tastefully decorated for the occasion. The colors used were green and white in keeping with the day celebrated, and a program consisting of appropriate music, games and stunts was provided. Refreshments were served at the close of the evening and all departed at a late hour, expressing so heartily their enjoyment of the evening that the class feels well repaid for all efforts put forth.



Edited by Myrtle Muir and Sarah Martin.

A school paper's a great invention;
The staff gets all the fame,
The printer gets the money,
And the editor gets the blame.—*Ex.*

LATEST MUSICAL HITS AND THEIR COMPOSERS.

"Every Day is Ladies' Day with Me."—Joe Bell.

"'Tis Better to Laugh Than be Sighing."—Miss Harlan.

"I'm Glad I'm a Boy."—Mr Lynch.

"I've Got Such a Loving Disposition."—Stella Haan.

"They All Started to Move."—Harmony Cottage.

"Lovers May Come and Lovers May Go."—Zoe Bragg.

"Wistful Eyes."—Florence Hill.

"Maybe That's Why I'm Lonely."—Lorraine Johnson.

"Somebody's Waiting for Me."—Lenore Sizemore.

"L-o-v-e Spells Trouble for Me."—E. R. Peterson.

"Can't You See I'm Lonely."—Veva Dunlap.

"Any Little Girl That's a Nice Little Girl is the Right Little Girl for Me."—Mr. Hesseltine.

"I've Got the Time, the Place, but It's Hard to Find the Girl."
—Mr. Winters.

"I'm Looking for a Nice Young Fellow Who's Looking for a Nice Young Girl."—O N. S. Special.

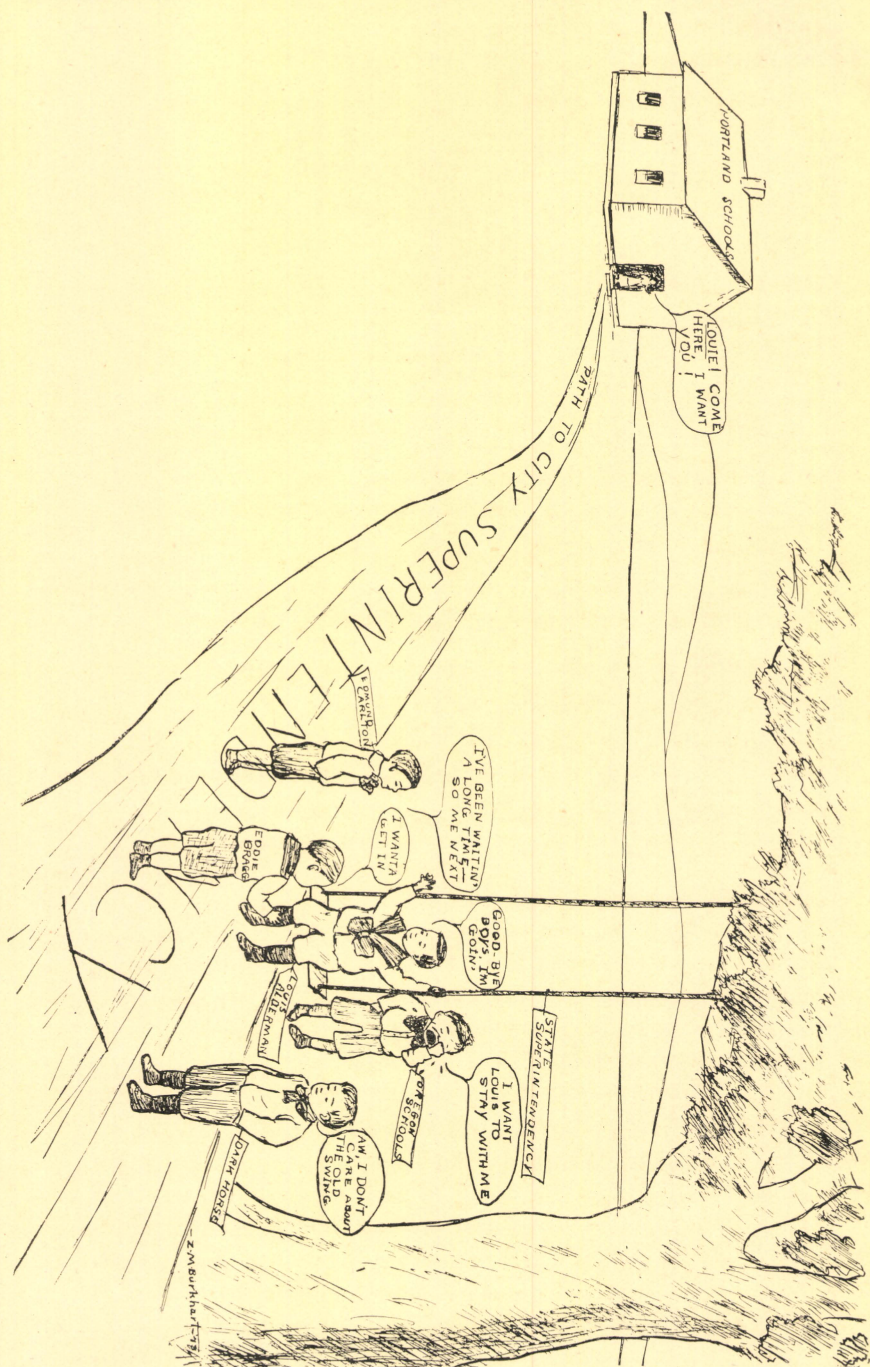
"Her Bright Smile Haunts Me Still."—Margaret McCulloch.

"Gee! I Wish I Had My Old Girl Back Again!"—Will Burton.

"Call Me Up Some Rainy (Reine) Afternoon."—Norienne Hershey.

"Take a Little Tip from Father."—H. C. Ostien.

"Whom Were You with Tonight?"—Katherine Gentle.



Student (playing primary teacher): "Will you please tell the little students about it?"

Tom Ostien (enters singing): "I've got a pain in my sawdust."

Will Burton: "Poor Tom! He's got a headache again."

Miss Grice: "Who knows what pemmican is?"

Joe Bell: "Why, it's a kind of a bird something like a duck."

Mr. Evenden: "But I don't know what you mean about the south, Miss Pechin."

Miss Pechin: "Perhaps you don't, but the children will."

Katie comes to the library and is seen reading *Good House-keeping* and *The Country Gentleman* magazines.

Mr. Beaumont: "What is a 'polled' cow?"

Grace H.: "A 'polled' cow is one that came from Poland."

Miss Parrott: "Miss Burlap,—I mean Miss Dunlap." (Quite a slip of the tongue, but it would have been worth slipping if she had said "Miss Cotton-batting" as J. B. suggested.)

Mr. Gentle (talking to class at T. D.): "What attributes would you give that train?"

Student (with some hesitation): "Swiftness."

(And just think of it! That train was in Monmouth.)

Katie (describing a scene in "Ben Hur"): "They stood upon a little rock of stones."

That curiosity is a funny thing, isn't it? Why, do you know, I even heard that Joe got curious himself once. Of course, Bes-sie and Elta sort of egged him on, but still he didn't have to go, now did he? I guess I'll tell you all about it. Well, you know, Mr. Livingston is quite interested in plants. One evening he was carrying home some plants in a paper-bag, and he had to stop at Morlan's. He left the bag outside. Joe and the girls came strolling along and of course the girls spied the bag. Naturally they wanted to know what was in it and so did Joe. Joe was real scared for fear someone would see him, but he bravely approached the mysterious bag and opened it. He was in the act of satisfying himself and girls when—Oh, horrors, and gobs of horrors! Here came Mr. Livingstone to claim his bag. Well, nuf sed. You'd better ask Joe and the girls about the rest of it.

Mr. Ackerman, while visiting at the penitentiary, said to one of the guards: "Do you ever have anyone late to meals?"

"No."

"Ever have any absentees?"

"No."

"This is my ideal of an institution."

Student (teaching at the T. D.): "Give me a sentence using the word 'meek.'"

Discerning pupil: "Mr. Butler is a meek man."

Heard in Professional Grammar.

Miss Parrott (discussing a picture of some horses): "You'd like to have which one?"

Miss Swain: "The black one."

Miss Parrott: "To whom does the black one belong?"

Miss Swain: "A gentleman."

Student (presenting a picture): "If it is a pet horse, what can you do with it?"

Brilliant member of class: "Pet it."

Student teacher: "What bird do you like best, Miss Shepherd."

Bess: "Why, I like parrots best, because they talk so much."

Mr. Winters (to Miss Gensman, on some occasion): "Oh, don't move!"

Miss Heffley (speaking of Haans): "Gee, he looks just like a Sistine Madonna."

With the springtime comes youthful dreams and aspirations for the future. The O. N. S. students haven't been at all slow in making wishes, and here are a few we have gleaned:

Margaret McCulloch wants a nice home.

Caroline Luther wants a diamond ring.

Will Burton wants someone to write up his note book.

Ethel Dawson: Someone to write lesson plans for her.

Grace Porter wants to be a banquet supervisor.

Orrie Steinberg would like to fly. (We suggest an airship.)

Joe Bell would like an auto. So would Veva. (Why not go into partnership?)

Noriene Hershey wishes she could cut her finger so that she might help Mr. Beaumont wrap it up.

Hascue Duff wants "perfect happiness," which consists of a graphophone and a cat.

Satolli Hanns: "Oh, for a smile that won't come off!"

Mae Harbert: "I wish that those niggers didn't have so many pictures pasted around over town. Zella has to stop at every tree to look at them."

Zella Burkhart: "I wish I didn't have that Mae Harbert tagging me around all the time." She also says that when she is transplanted in the next world she wishes that civilization will be so advanced that no lesson plans will be required.

Harmony Cottage would like a back stairway.

Lucy Coffey would like some hot-cakes to eat on the way to school.

Lillian Duff: "I wish Hascue wouldn't boss me around so much."

Gertrude Davidson wishes that Sarah wouldn't get those tidy streaks.

One Y. W. Girl: "Miss Gerking wasn't at meeting today. I wonder why."

Another Y. W. girl: "Yes, I saw her out walking with a strange young man."

Jean Sharman: "I see you're back at school, Agnes."

Agnes Clarke: "Yes, Pa and Ma won't let me go away to teach, so I'll have to stay here till I get married."

Miss Perry: "I'm back, too, but I'd hate to say the old Normal had to keep me till I got married."

Genevieve T.: "What makes my hands (hanns) so cold?"

President Ackerman: "Well, have you done a good day's work?"

Joe Bell: "I guess so."

President Ackerman: "How much mischief have you done?"

Joe Bell: "It's awful to have a reputation like that, isn't it?"

President Ackerman: "I wish I had a thousand like you."

Joe: "I wish you did, too."

Why is the school note-book like a woman's hat? Five Norms will ge given for the best answer.

"You would be a good dancer but for two things."

"What are they?"

"Your feet."—*Ex.*

QUOTATIONS APPLIED AT O. N. S.

"Many are called, but few get up."—Everybody on Blue Monday.

"Of all those arts in which the wise excell, Nature's chief masterpiece is writing well."—Mr. Richardson.

"Then he will talk,—

Good gods! how he will talk!"—E. R. Peterson.

"Three fifths of him genius, and two-fifths sheer fudge."—Will Burton.

"An affable and courteous gentleman,
Though modest, on his unembarrassed brow
Nature had written 'gentleman.'"—Rufus Bible.

"A face with gladness overspread,
Soft smiles by human kindness fed."—Pearl Miller.

"Sir, your wit ambles well, it goes easily."—George Winters.

"My only looks were woman's looks,
And folly's all they've taught me."—Joe Bell.

"In all her looks a calm disclose of innocence of truth."—Helen Colvin.

"My tongue within my lips I rein,
For who talks much must talk in vain."—Anna Staehr.

"When your heart throbs wildly, your eyes swim with tears
and your arms ache—that is not love; not on your life—that's
grippe."—*Ex.*

MOTHER GOOSE IN O. N. S.

Little Miss Hogue come blow your horn,
The orchestra's here and the boys are forlorn;
Where is the girl who plays the cornet,
Looking to see how much credit she'll get.

Kind Miss Parrott went to the garret,
To get the poor girls some dresses.
When she got there, she found plenty to spare,
Which made the girls all successes.

Hark! Hark! The Y. W.'s remark.
New students are coming to town.
The girls we'll give tea,
But if boys there be,
We'll pin them right down to the ground.

"Where are you going, pretty Enid?"
"I'm going to Monmouth, sir," she said.
"May I go with you, pretty maid."
"You're kindly welcome, Josiah," she said.

Little Will Burton sat by the curtain,
Wishing for Newport by the sea;
For there he knows is a girl like a rose,
For such a good boy as he.

There was a fine prof who taught in our school,
Who had so many pupils he didn't know what to do.
He gave them some seats without any desks,
And now they believe they're free from all tests.

Did You Ever Hear This?
"Algy met a bear,
The bear was bulgy,
The bulge was Algy."—*Ex.*

Funny, isn't it?

Since Miss Hill pronounced our boys such farmers and stated that she was tired of gazing at them, Mr. Wills says he has decided to take to the Hills to find a wife.

Why does Miss Parrott insist upon our reading Mrs. Gaskell's *Cranford*? Don't we know what a manless village is?

Senior: "Is the Glee Club practice over yet?"

Mr. Scott: "Not the Glee Club. You mean the 'Glue Club.'"

Senior: "Why the 'Glue Club'?"

Mr. Scott: "Because they stick around so long."

A goat ate all our other jokes,
And then began to run,
"I cannot stop," he softly said,
"I am so full of fun."—*Ex.*

LOST.

A black spectacle case. Will the finder please return to me with great suddeny and extreme immediacy. As long as it is lost I have no where to keep the spectacles except on my nose and said nose is not earning enough to support a pair of specs in idleness and luxury. Also I can't go to bed for fear they will fall off and so slept last night standing up in the umbrella rack. All this is embarrassing and nerve racking, SO PLEASE RETURN THAT CASE AS SOON AS POSSIBLE.

W. H. BURTON.

Easter Vacation

We, the undersigned, do hereby petition for an Easter vacation of one week,—to secure the following results:

1. To reinforce our brain cells.
2. To recuperate physically.
3. To see our home folks.
4. To *replenish our wardrobes*.
5. To keep on the “sunny side of the street.”



“Before Vacation.”



“After Vacation.”

The above petition was signed by about 125 students and resulted in a vacation beginning Friday noon and continuing till Tuesday morning.

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J. H. ACKERMAN, President.

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